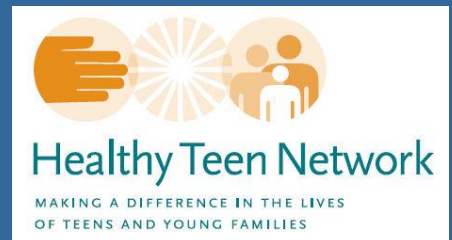# Teaching Strategies for Successful Outcomes:

Why They Work in Evidence-Based Programs and How We Can Bring Them to Life Without Compromising Fidelity

Jennifer May, Ed.D., Consultant

Healthy Teen Network
MAKING A DIFFERENCE IN THE LIVES
OF TEENS AND YOUNG FAMILIES

Introductions

- Your name

- The organization you represent

- Role or title

- How do you learn best?

Goal

To increase your understanding of the rationale and effective utilization of four teaching methodologies commonly used in evidence-based programs.

Objectives

At the conclusion of the training, you will be able to…

1. Identify two rationales for using each teaching methodology.

2. Identify two tips for using each teaching methodology.

Logistics

- Group Agreements

- Parking Lot

- Housekeeping Issues

- Training Toys

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

~William Arthur Ward

"For most students academic learning is too abstract. They need to see, touch and smell what they read and write about."

~John Goodland

"Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand."

~Native American Proverb

"Every student can learn, just not on the same day, or the same way."

~George Evans

Edgar Dale's Cone of Experience

People generally remember...
(learning activities)

People are able to...
(learning outcomes)

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say and write

90% of what they do.

Read

Hear

View Images

Watch Videos

Attend Exhibitis/Sites

Watch a Demonstration

Participate in Hands-On-Workshops
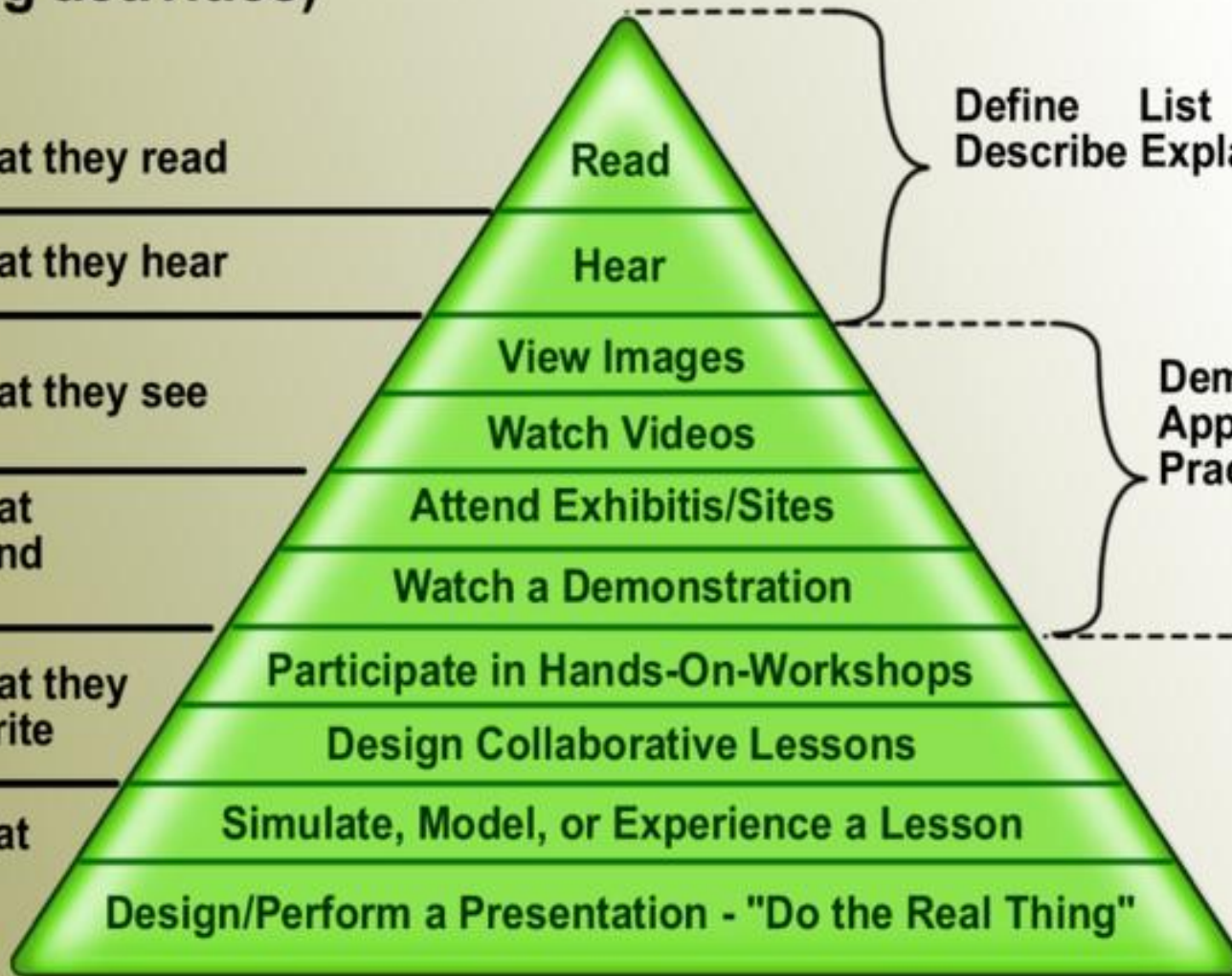
Design Collaborative Lessons

Simulate, Model, or Experience a Lesson

Design/Perform a Presentation - "Do the Real Thing"

Define List
Describe Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate

Pyramid of Retention

Average student retention rates

Lecture

10%
Reading

20%
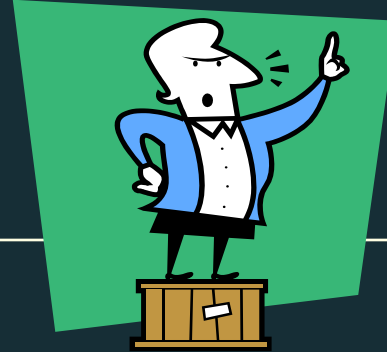Audiovisual

30%
Demonstration

50%
Discussion

75%
Practice Doing

90%
Teach Others
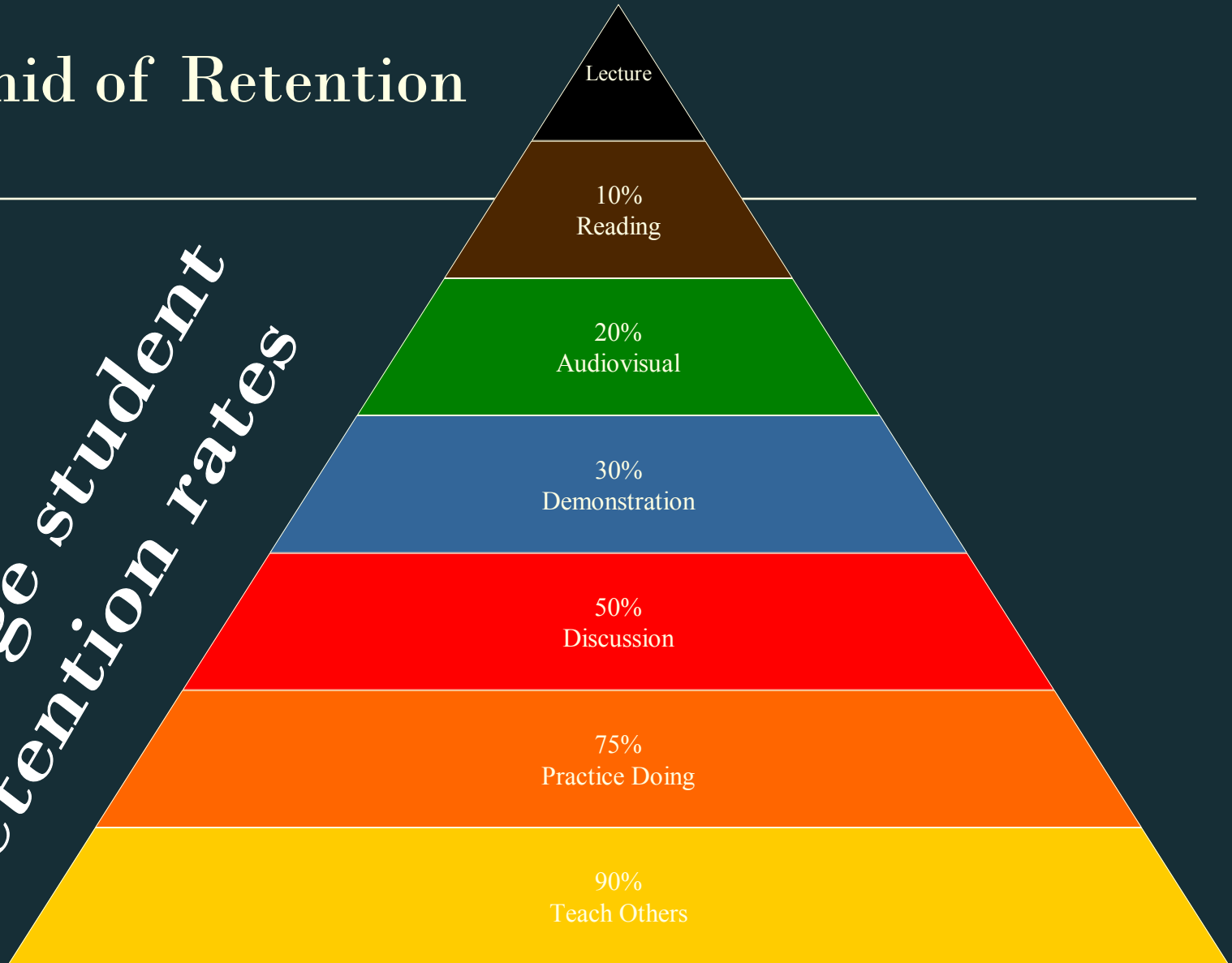
How does this apply to evidence-based teen pregnancy prevention?

Short Lecture

- I just modeled short lecture…..

Let's Review…

Short Lecture

- Often Used for the Following Reasons:
  - Provide many ideas in relatively short period of time
  - Introduce new content
  - Summarize ideas
  - Show relationships between theory and practice
  - Reemphasize main points
  - Adaptable to many settings
  - Can be combined with other methods

Short Lecture

- Tips for Using Short Lecture:
  - Be prepared! Rehearse!
  - State objectives of the lecture
  - Make eye contact with participants
  - Move around if possible
  - Use examples if appropriate
  - Periodically assess understanding
  - Convey your enthusiasm!

Brainstorming

- Often Used for the Following Reasons:
  - To focus participants on a topic or concept
  - When trainer needs to assess the group, passive vs. active learners, extent of their knowledge, etc.
  - To build group cohesion
  - To problem solve
  - Everyone is involved equally, every idea is a worthy one

Brainstorming

- Tips for Using Brainstorming:
  - Try to allow as many ideas as possible
  - Record whatever the participants say
  - Don't evaluate ideas
  - Don't discuss suggestions
  - Allow repetition
  - Encourage everyone's participation
  - Encourage building on others' ideas
  - Allow periods of silence

Brainstorming

- Making Proud Choices
  - Module 1, Activity E, "Brainstorming About Teens and Sex"

Interactive Games

and

Group Processing

Interactive Games

- Often Used for the Following Reasons:
  - For fun and interaction
  - To promote rich discussion
  - Attracts students to learning
  - Forces collaboration and decision-making
  - To introduce new concepts/topics
  - To review concepts/topics
  - Reduce barriers to learning between proficient and less proficient learners

Interactive Games

- Tips for Using Interactive Games:
    - Provide clear directions before beginning
    - Remind participants of Group Agreements before playing
    - Play in groups, not individually

Group Processing

- Often Used for the Following Reasons:
    - Allows more opportunities for participants to share information, feelings, and attitudes
    - Encourages participants to listen to others
    - Participants who may be silent in the large group may feel more comfortable speaking or taking a leadership role in the small group
    - Good place for practice and development of skills
    - Usually builds a feeling of cohesiveness and productivity

Group Processing

- Tips for Using Interactive Games:
  - Be clear about the purpose/goal of the group
  - Provide easy-to-follow directions
  - Set definite time limits, remind them in intervals
  - Plan ahead if you assign participants to groups and/or participants to particular roles in the small group
  - After small group work, allow time to process how the group accomplished their task and maintained effective working relationships

Interactive Games/Group Processing

- Draw the Line/Respect the Line
  - Lesson 2, Activity 2.4, "*Draw the Line* Challenge Game"

Role-Play

- Often Used for the Following Reasons:
  - To practice a new skill
  - To teach content
  - Provides an opportunity for participants to take risks with new ways of behaving in a safe situation without fear of failure
  - Provides opportunity for participants to play roles different than their usual role
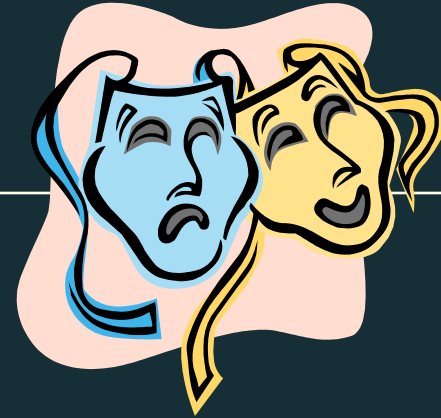
Role-Play

- Tips for Using Role-Play:
  - Remind participants of Group Agreements before beginning
  - MODEL it for them!
  - Start with low risk situations and move to high risk situations
  - Begin with scripted role-plays
  - Select role-players or ask for volunteers
  - Set the scene and distinctly end the scene

Role-Play

- (More) Tips for Using Role-Play:
  - Assign observers to pay attention to specific roles/pieces of the role-play
  - Give continuous positive reinforcement
  - Tell participants to provide feedback that focuses on the behavior, not the individual
  - Provide feedback on the participant's posture, tone, speech, eye contact and ability to follow the steps of the skill
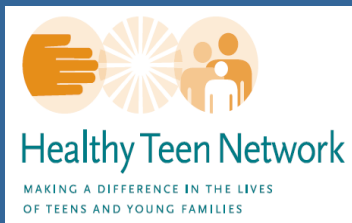 - Leave time to process/discuss

Role-Play

- Reducing the Risk
  - Class 11, Skills Integration-III: Role-Play in Small Group, "Time For a Condom"

Closure

☐ Review Objectives

1. Identify two rationales for using each teaching methodology.

2. Identify two tips for using each teaching methodology.

Evaluation

THANK YOU!

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